



Application of Constructivist Language Learning Theory in Learning the Indonesian Language at Muhammadiyah 2 Vocational School Palembang

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Abstract: *This research examines how constructivist learning theory is applied in Indonesian language learning at the secondary school level, namely at SMK Muhammadiyah 2 Palembang. The research method used in this research is qualitative. The results of the research show that there are six stages in the learning process using a constructivist theory approach which includes: (1) listening, (2) expressing opinions, (3) dividing into groups, (4) giving assignments, (5) discussing in groups, and (6) evaluate the text of the saga in the form of a video that has been watched together. Based on the results of the research that has been carried out, it was found that the application of constructivist language learning theory has relevance to the learning outcomes of saga texts in the form of listening elements. Students can evaluate and create information in the form of ideas, thoughts, feelings, views, directions, or accurate messages from listening to the text. the story in the form of a video that has been presented. So that students can learn independently and critically through various learning activities.*

Keywords: *Constructivist Theory, Learning language, Vocational School Student*

INTRODUCTION

Education is a medium for developing the potential that exists within humans and educating humans so that they are ready to face life in the future when living in society. Education in a country can be said to be one of the most important things to pay attention to and improve. Education is one of the most important factors in determining the quality of human resources and the progress of a nation.

The educational process can give birth to creative, innovative ideas in the dynamics of current developments. Education that runs smoothly is of course

covered by a curriculum that regulates all the methods and processes to achieve the goals of education itself. Curriculum development is an instrument for improving the quality of education. The correct education policy will be seen through the implementation of the curriculum because "curriculum is the heart of education" which determines the progress of education (Munandar, 2017).

According to Law No. 20 of the year (2003), a "curriculum is a set of learning plans related to objectives, content, teaching materials and methods used and used as a guide in organizing learning activities to achieve a national education goal" (Rahayu, et al 2022:14). Currently, there is a new curriculum, namely the independent curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to study calmly, relaxed, fun, stress-free, and pressure-free, to show their natural talents. Merdeka Belajar focuses on freedom and creative thinking. One of the programs outlined by the Ministry of Education and Culture in launching independent learning was the start of a driving school program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students.

According to (Anisa, 2023:10) in Andi Setiawan (2017:21), learning is a process of conscious and deliberate change, referring to systemic activities to change for the better of an individual. Learning is a system of teaching and learning processes where students and teachers are carried out and assessed systematically so that learning can achieve learning goals effectively and efficiently. Learning is a determined learning process by teachers to develop creative thinking, improve students' thinking abilities, and increase their ability to construct new knowledge to improve subject mastery. Meanwhile, Susanto and Ahmad (2013: 18-19), learning is a combination of two learning and teaching activities. From the theoretical perspective above, it can be concluded that learning is an interaction and effort designed by educators and students using learning principles and learning theories that are efficient and effective in implementing the teaching and learning process.

Abnisa, Almaydza Pratama (2022:179) believes that "The learning process is closely related to the motivation of the students themselves. Motivation in a learning process plays an important role in influencing all aspects of learning. Motivation in learning is beneficial for students in carrying out learning to motivate students so that students can carry out learning activities optimally to achieve learning goals.

Therefore, motivation in learning becomes a determining source for students to understand the learning objectives. When the motivation is strong, students will increase their intensity and all their attention to achieve the learning objectives. Likewise with educators, this motivation is useful so that teachers have the motivation to be able to maximize their students during the learning process, make systematic learning plans, and work with students in achieving the learning goals themselves.

The learning process is a step or sequence in implementation in which there is an interaction activity between the teacher and students in a reciprocal communication situation that takes place and occurs in an educational situation to achieve a learning goal. The learning process plays a very important role in determining the success of an education. The learning process obtained by each student must be able to make the student understand, understand and be more mature and be able to make students think more critically in responding to something.

Based on this, the learning process as a core activity in the world of education is expected to be able to achieve educational goals in the form of changes in behavior in students, and education is the hope of all parties so that each student achieves the best possible learning outcomes. So that this can create good education and be able to educate the nation from generation to generation.

In general, a theory is several proposals that are syntactically integrated (a collection of propositions that follow rules that can logically connect one proposal to another, and also to observed data), and which are used to predict and explain events that occur. observed. Based on this explanation, it can be explained that theories are collections of someone's thoughts that are by applicable rules and can be accepted by everyone's common sense (Suparlan, 2019).

The understanding of constructivism theory when viewed in general terms is that science is not only limited to revealing facts, rules, and concepts that must be remembered in a standard way. Whereas constructivism emphasizes that humans must construct knowledge themselves. So, it is humans who will later provide sentimental value and explore knowledge, whether through study, research, or experience. There are many ways you can try to carry out construction and develop knowledge. In essence, constructivism is a learning theory that promotes the independent development of competencies, skills, or knowledge by students which is facilitated by educators through various kinds of learning designs and actions needed to produce the changes needed by students. (Fiska, 2021).

According to (Verrawati, 2015) in (Weinberger & Combs: 2001) constructivism theory emphasizes students as active learners, so in its application constructivism theory is often referred to as a student-centered teaching strategy. In a student-centered classroom, the teacher becomes a "guide on the sidelines" rather than a "sage on the stage," helping students find their meaning rather than controlling all classroom activities.

This research applies constructivist learning theory in Indonesian language learning at vocational schools on saga text material. The application of constructivist theory is by the learning outcomes of reading and viewing where students evaluate information in the form of ideas, thoughts, views, directions, or messages from saga texts based on this, application theory Constructivist learning in this saga text material can be seen from the aim of constructivist theory, namely stimulating innovative thinking, being able to increase knowledge, discovering new

things, forming skills according to one's abilities, and encouraging independent thinking. The application of constructivist theory in learning saga texts can make students express ideas explicitly, provide new experiences with the ideas they have, invite students to think about their experiences after learning and provide opportunities to identify the ideas expressed.

THEORETICAL REVIEW

The word constructivist comes from the root word constructive in the Big Language Dictionary Indonesia means having the nature of improvement, build, as well as foster, whereas in English it is called constructive which means something that builds (the one who builds) (Efgivia, Ry, et al., 2021), in psychological terms, said Constructive is defined as thinking that produces new conclusions (thoughts that produce new conclusions) (Efgivia, Adora Rinanda, et al., 2021), and in context educational philosophy, constructivism is defined as a school or understanding that strives building a living structure with a modern culture (Suparlan, 2019), with Thus a common thread can be drawn that Constructivist theory in terms is a theory that is constructive in nature thoughts to produce results a conclusion that is current or new.

Understanding constructivist theory stated by many experts, according to Alan Pritchard & John Woollard “In terms of learning, constructivism holds that individuals construct their understanding of the world around them by gathering information and interpreting it in the context of past experiences” (Alan Pritchard and John Woollard, 2010). In deep constructivist theory, the learning process views that The learner is said to have learned if they can build or construct their understanding of the world around them in a way of gathering information and interpreting it and relating it to experience that they have received before. Fosnot said that constructivism is a theory of knowledge and study, which outlines what it is about knowing (knowing) and how someone comes to know (comes to know) (Khodijah, 2018).

Asri in his book says that theory constructivist learning is a theory that believes that knowledge exists in someone who is knowing and knowledge cannot be transferred just like that from the educator's brain to the head students, then it is the students must construct or interpret about what they have learned is adapted with their previous experiences (Asrori, 2020). Meanwhile, Trianto put forward a constructivist understanding in terms of process, he said

Constructivism is a theory that stimulates students actively in learning to build knowledge by assimilating and accommodating new information, it can be said that this theory is a theory that emphasizes the cognitive development and active role of students in building their understanding of reality (Putri & Putra, 2019). When we find something new knowledge, we must adapt it to new knowledge and the experience we have had before, we need to change that knowledge have we got that, or even deny such knowledge because irrelevant, this

shows that in the process of acquiring knowledge, that person is the creator active from that knowledge. Therefore, someone has to ask a question, explore, and assess what he knows so that later you will get new knowledge. In line with that, Donald also explained that constructivist theory is a theory of how to teach and learn aims to maximize understanding students (Masgumelar & Mustaf, 2021).

This opinion is also in line with the opinion expressed by Santrock that someone will learn with good if they can construct their knowledge and understanding actively (Isti`adah, 2020). From several definitions put forward by the experts above it can be concluded that constructivism is a theory that focuses on students being active in building their understanding of what they have learned by the way gathering information interpreting it and relating it to experiences they had before.

Principles of Constructivist Theory

According to Wheatley, there are 2 principles of Priority in the learning process with theory constructivist learning. The first, is that knowledge cannot be obtained passively, but actively by cognitive structures student. Second, the usefulness of cognition is adaptive and helps with organization through real experiences held by students (Afandi & Badaruddin, 2011).

Wheatley put forward two principles with more emphasis on individual cognition someone, that knowledge cannot simply transferred from one person to another people, but must be interpreted individually unique by each person, each person must build their knowledge continuously through the process of cognition which consists of thinking, knowing, remember, assess and complete problem. Because knowledge is not something that is already finished, but rather a process that develops continuously.

Vygotsky put forward 4 main principles of constructivism, namely social learning, zone of proximal development, cognitive apprenticeship, and mediated learning (Asrori, 2020). Principle social learning means that learning is seen as being in line with cooperative learning, that is, students learn and collaborate in completing their tasks through interactions with adults or friends more capable peers, the zone of principle proximal development, namely students can learn concepts effectively if are in the ZPD, that is, if the concepts The level of complexity is still there within their reach or development their cognition, and their resolution need help from other people, such as adults or peers they think they are more capable.

Cognitive principles apprenticeship is a process that enables students to acquire intellectual skills gradually through interaction with more expert people such as adults, or smarter friends from him. The principles of mediated learning mean more emphasis on scaffolding which stages of implementation students are given complex, difficult, and realistic problems and then given sufficient help to solve the problem. Meanwhile, Mel Silberman composed poetry related to the

constructivist theory which he gave the title Learning by Teaching in his book, namely as follows: “I forget what I heard, I remember a little of what I heard and saw. I started to understand what I hear, see and ask questions about or discuss with others. I gain knowledge and skills from what I hear, see, discuss, and do. I master what I teach to others” (Silberman, 1996). Basic principles that must be adhered to by teachers in applying this theory are that learning will be more effective if students learn by practice (learning by doing) rather than learning just by paying attention to the teacher's explanation.

Twomey Fosnot defines constructivism based on four principles (Sugrah, 2020): a) Learning depends on what you already have known to the individual. b) Individuals adapt to adjust their old ideas and thus take shape new ideas. c) Learning involves discovering ideas from mechanically assembling a series of facts. d) Meaningful learning occurs when we reconsider old ideas and reach new conclusions about new ideas that conflict with ideas we had before.

Advantages and Disadvantages of Theory Constructivist

Constructivism theory has many advantages including: First, the teacher is not the only exclusive learning resource (Cahyo, 2013). The teacher's role in the process teacher learning is as a facilitator, meaning the teacher only acts as a giver of direction in learning and provides everything something that students need, while students are required to be more active both in terms of training, asking questions, practicing and so forth. In theory, constructivists hold the principle that knowledge cannot be transferred from one person to person but can obtained through discussion, and experience and can also be obtained from the surrounding environment. Second, it can encourage students to become more active, and creative and teach them to always think critically (Cahyo, 2013). In this case, the students are required to find a bright spot from what they have learned, students must apply current understanding, nothing relevant elements in new learning experiences, assess the consistency of previous and emerging knowledge, and modify their knowledge based on that assessment. Third, learning becomes more meaningful. Instruct information in the research structure is what is meant by learning meaningful (Cahyo, 2013). This matters because during the learning process, students don't just listen to explanations from the teacher alone but they must also be able to find knowledge himself by connecting his personal experiences with the information he has gotten from his friends, neighbors, and other sources. Fourth, differences between individuals become more measurable and valued, so that it allows students to learn in the best way (Suhendi et al., 2021).

Constructivist learning has excellence in building freedom, reality, and positive attitudes and perceptions learning is learning capital because learning needs freedom, students will not be able to learn optimally without there being freedom, then learning Constructivism is also not teacher-centered or learner-centered. On the contrary, constructivists emphasize teacher equality and students

in the learning process thus allowing the development of new knowledge through the elaboration of previously learned ideas and concepts, therefore teaching must bring dead topics to life so that knowledge is created, mastery, and passion for the material taught and the desire to continue studying it more deeply.

As we know no theory is perfect, then constructivist theory also has Disadvantages include: First, there are differences between students' opinions with the opinions expressed by experts (Efgivia, Ry, et al., 2021), this is because students create knowledge with their ideas in accordance their understanding and experience. Second, the application of this theory will require quite a bit of time, because this theory requires students to build their knowledge (Efgivia, Ry, et al., 2021). Third, the conditions in each school also impact student activities in building student knowledge and activities new (Efgivia, Ry, et al., 2021). That is, if the learning theme is will be taught not supported by the environment, then this constructivist theory will fail to fulfill its purpose.

Implications of Constructivist Theory in Learning

Implications of Piaget's theory in learning namely (Efgivia, Ry, et al., 2021): a) Formulate learning objectives. b) Sorting learning materials. c) Create themes that allow students to learn them active way. d) Select and organize the learning process by the theme of learning, for example, the teaching and learning process in the form of groups, experiments, role plays, and problem-solving. e) Prepare various questions that can create creative characters for students to think critically, discuss, and ask questions. f) Assessing activities and learning outcomes. Vygotsky outlined the implications of the theory of constructivism in learning, namely as follows (Nurhidayah et al., 2017): a) Requires a cooperative classroom setting, so that students can interact with each other and express their ideas and effective solutions to solve problems in each zone of proximal their development. b) Constructivist theory according to Vygotsky in learning more emphasis scaffolding. Students are given some help in solving their problems before being allowed to deal with the problem on their own until the end.

METHODS

This research uses descriptive qualitative research methods, this type of research is qualitative research. Qualitative research is used because this research examines or collects data in the form of words or sentences separated by categories to obtain conclusions. Thus, the research report will contain data quotations that provide a clear picture of the presentation of the report related to the problems raised in this research (Saputro & Pakpahan, 2021:27). In qualitative research, the presence of the researcher acts as both an instrument and a data collector. The presence of researchers in qualitative research is necessary because researchers are the main instrument in data collection efforts (Abdiyah & Subiyantoro, 2021).

Researchers took the location at SMK Muhammadiyah 2 Palembang Class X TKJ 2.

Data collection techniques in this research are the results of observation, interviews, and documentation. In this research, data was obtained from direct observation in class and documentation by researchers. Data analysis techniques used in qualitative research include data reduction, data presentation, and data verification. Next, to test the data, triangulation techniques will be used, namely interview, observation and documentation methods.

RESULT AND DISCUSSION

This research was carried out at SMK Muhammadiyah 2 Palembang in class X TKJ. The implementation of Indonesian language learning at this school includes several types of activities that refer to constructivist applications. Activities carried out by students include listening, expressing opinions, dividing into groups, giving assignments, discussing in groups, and evaluating saga texts in the form of videos that have been watched together.

1. Listening

Listening is a language skill with the process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of the communication conveyed by the speaker (Juniartini, 2020: 135). Based on the results of observations carried out by research at school, researchers used listening activities for students by providing videos that they would watch together. Students are asked to watch and listen to videos containing saga texts. In the learning process in class, students go through the process of listening or listening through verbal processes, namely saga text material presented in videos. Thus, listening activities are an implementation of the learning process through a constructivist learning approach or theory. So that at the listening stage, students can independently and actively absorb information related to the saga text material contained in the video.

2. Express Your Opinion

Expressing opinions is the activity of expressing ideas, ideas, opinions and thoughts to other people, either verbally or in writing. Based on the results of observations during the learning process, the researcher conducted questions and answers on the students to find out how far the students understood. With this question-and-answer activity, researchers indirectly stimulate students to express their opinions. In this way, researchers can find out how far students understand. At this stage, it can be seen that when the researcher asks questions, the students respond well to the researcher's questions regarding the saga text material. This response is a sign that students have understood what they have listened to regarding the learning text material by expressing their ideas and opinions. So that at this stage, students appear able to express their opinions in the classroom.

3. Group Division

In constructivist theory, group division is quite effective because it can trigger students to discuss and dare to express their opinions and exchange ideas with their respective groups. So that each student can express their own opinion and can better understand the saga text material because students get information related to the saga text material from various sources, both from researchers, videos, and their group friends.

4. Give Assignments

At this stage the researcher gives assignments to be carried out by students by discussing with their respective groups. Giving this assignment is an evaluation of student's understanding of the material and increases students' learning motivation giving this assignment is also an effective way to measure students' learning development. .

The tasks given at this stage are adjusted to the learning objectives and achievements of the saga text. The assignments given will also trigger students to evaluate their understanding of the saga text material that they have listened to via video. So in giving this assignment, students are expected to be able to think critically.

5. Discuss in Groups

According to Sunaryo (2010) in Mulyadi (2018:711) states that discussion is a scientific conversation by several people who are members of one group, to exchange opinions about a problem or together look for solutions, get answers, and the truth about a problem. At this stage, students carry out discussion activities with their respective groups. Discussing in groups is very useful so that students dare to express their opinions to complete the tasks given by the researcher. Discussing in groups makes students more active so they can construct students' understanding of the material being discussed by getting and exchanging opinions and information from their respective group friends.

6. Evaluate

At this stage, researchers and students evaluate to determine the level of understanding of learning outcomes among students by asking reflection questions. Based on the results of observations, several group representatives of students concluded the material. The researcher conducted an oral evaluation.

CONCLUSION

Constructivism is a theory that emphasizes students to build their independence in searching for and exploring information and constructing their understanding. Based on the results of the research that has been carried out, it was found that the application of constructivist language learning theory has relevance

to the learning outcomes of saga texts in the form of listening elements. Students can evaluate and create information in the form of ideas, thoughts, feelings, views, directions, or accurate messages from listening to the text. the story in the form of a video that has been presented. So that students can learn independently and critically through various learning activities which include listening, expressing opinions, dividing into groups, giving assignments, discussing in groups, and evaluating saga texts.

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